

# Rainbow Playgroup (Royston Community Assoc)

Inspection report for early years provision

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<b>Unique Reference Number</b>	146864
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<b>Registered person</b>	The Trustees of Royston Community Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rainbow playgroup opened in 1998 and operates from the Royston Community Association centre. It is situated in a residential area of Royston, Hertfordshire. A maximum of 20 children may attend the group at any one time. The playgroup is open each weekday from 09.30 to 11.45 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two years eight months to under four years on roll. Of these sixteen children receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs five members of staff. Three of the staff, including the manager hold appropriate Early Years qualifications. One member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from a clean, hygienic environment where regular cleaning routines are in place to prevent the spread of infection. Staff have carried out first aid training and some staff have also attended training relating to food hygiene and healthy eating. This ensures that appropriate care can be given. Effective procedures and practices are in place to promote children's physical, nutritional and health needs. Staff obtain all necessary information and consents from parents relating to children's health and diet to ensure appropriate care can be given, accidents and medication are recorded. However, Staff are unable to make an informed decision about whether children are well enough to attend as insufficient information is obtained relating to medication given at home prior to children's arrival. Staff work hard to ensure that children's individual needs are met and keep parents well informed of any children who are unwell or suffering from a contagious illness to enable them to make informed decisions whether to allow their children to attend. Children are excluded if they are unwell to prevent the spread of infection.

Children are learning the importance of good health and hygiene as they follow daily routines, which include washing their hands before food and after touching animals. Posters and children's art work are displayed to remind children about hand washing procedures. Children are aware of what is expected of them as they attend to their own health needs and follow individual procedures. Children learn about healthy living as they talk about healthy foods and meals. They are encouraged to have a drink after physical activity and are beginning to understand the importance of regular fresh air and exercise. Children enjoy healthy snack foods, including a range of different fruits and enjoy a rolling snack time which enables them to eat when they are hungry.

Children enjoy a broad variety of daily activities which enable them to develop control of their bodies and improve their physical skills. They confidently move in different ways. For example, backwards, sideways and taking large and small steps. They ride tricycles and the rocker, push buggies, play musical bumps and use the parachute. Children enjoy bouncing on the trampoline and digging in the sand. Indoors, children competently complete puzzles, manipulate play dough and fix together the train track with increasing control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a warm, welcoming, safe and secure premise. The environment is well organised, has comfortable areas for children to play and rest and is decorated with attractive displays of children's artwork and colourful posters. There are a good range of safety measures, for example, daily safety checks are carried out to all areas, cleaning materials are stored out of children's reach, socket covers are in place, visitors are recorded and the entry door is kept locked. The premises are secure and fire fighting equipment is in place, regular fire drills are carried out and are recorded to enable staff to review the practise. Children quickly learn to keep themselves safe through activities, discussion and gentle guidance. They know how to play safely indoors and out, learning about safe ways to carry chairs, the reasons for using plug socket covers and they know to walk indoors so that they do not fall and hurt themselves. Children learn about the dangers of matches. They are aware that only grown ups can touch them as they may be hot and children could get burnt. Children place their hands on their laps

while candles are lit for one birthday child. Children are encouraged to tidy up the toys as they go along in order to prevent anybody tripping and falling over.

Children have easy and safe access to a wide range of quality resources which are stimulating and suitable for their stage of development. They are enthusiastic in their play and enjoy the range of equipment available which they change and re-select independently. Children are well protected from possible abuse or neglect. Some staff members have attended child protection training and the required guidance is available for reference. Staff are aware of their roles and responsibilities and a detailed policy is in place should any concerns arise.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children take part in a broad range of high quality activities throughout the session. They are confident in the setting and in their relationships with each other. They choose independently and are gaining in confidence, asking questions and chatting with staff. They play happily together and are learning to take turns and respond to others as they participate in activities together. Children's achievements are greatly improved by staff's awareness of their development. They become confident communicators as they share ideas in their play. For instance, as they play games, build with various construction materials, competently complete puzzles together and enjoy their pretend play in the home corner. Singing and musical activities improve their communication skills. Children enjoy learning new songs and enjoy singing together. Children make connections in their learning as they freely explore the textures of paint, sand, water, play dough and cooking ingredients. Regular use of a wide range of creative materials, including paint, drawing materials and play dough encourages children to express their feelings and ideas in a variety of ways. They paint freely, print with Wellington boots, leaves and hands and create beautiful Christmas wreaths using paint and tissue paper. Children acquire new experiences and knowledge on outings. For example, they learn about the natural environment as they enjoy a visit to the local wildlife park. Children develop their understanding of the natural environment through interesting excursions and activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are progressing extremely well, supported by the staff team's strong commitment to their early learning. Staff demonstrate a secure knowledge of the Foundation Stage and cascade their own training down to other staff. This enables all staff to support children's learning. Planning systems are detailed and all areas of learning are well covered. Staff use differentiation in their planning to ensure that children of different ages and abilities are suitably challenged. Ongoing observations are used effectively to plan the next steps for children's learning. Activities are evaluated to enable staff to adapt activities to meet the needs of all children and extend them appropriately. Children's achievements are clearly linked to the stepping stones and included in future planning to ensure all children are given the support and guidance that they need.

Children are happy and motivated. They are engaged in a wide range of stimulating, practical activities related to their needs. They access a variety of good quality resources, which support their learning across the Foundation Stage. Children are enthusiastic, keen to learn, self-assured in their play and confident to try new experiences. Their independence skills are promoted as they access and hang up their aprons after use, they independently use the toilet and wash their hands. However, there are missed opportunities for children to further develop their independence skills by selecting play resources themselves and at snack time, by pouring their

own drinks, participating in snack preparation or handing out plates. Children learn to share and take turns as they play, for example as they play the memory game and complete the train track together. Children learn to use timers in order to help them to share. Children concentrate very well on their chosen activities, staying focussed on what they are doing for long periods of time. They confidently contribute their ideas and talk about their home experiences. For example, one child chats about a new baby in the family while another discusses a family outing for his nanny's birthday. Children listen to stories with interest, enjoying both stories that are read to them and listening to story tapes. They confidently answer questions about them and participate well in group discussions. They enjoy participating in activities linked with the stories that they have heard. For example, making a wall display to show the 'Very Hungry Caterpillar' story. Children use marks readily to represent their ideas as they freely paint and draw, and also using pens and pencils in the role play area. Some children are able to write their own names however, there are not enough opportunities for children to ascribe meaning to their marks which may restrict progress in the development of their early writing skills. Children are familiar with written word which they see on signs and displays around the room and they are beginning to recognise their own names at snack time.

Children respond well to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. They become confident with number as they count enthusiastically from one to ten and some children count beyond this. They enjoy number songs, such as, 'five little peas' and 'five little speckled frogs' and participate in number games, such as, the 'ladybird game' and 'domino fruits'. Children use positional language as they play with the sand, making 'big' and 'small' sand castles. Children learn about weights and measures as they carry out cooking activities and experiment with volume as they play with sand and water. Children recognise and match different shapes as they participate in computer activities, play with magnetic shapes and print using different shapes.

Children are very imaginative. They work well together and enjoy each other's company. They involve themselves in self-initiated play in the home corner. They enjoy role play games using dressing-up clothes, dolls and other equipment in various settings, such as, a doctors, vets, travel agency, cave, shop and home corner etc. Children use their imaginations as they make food with play dough, create firework pictures by flicking paint onto black paper, produce tiger's faces using paper plates and print with various resources. Children mix different coloured paints and observe how the colours change when mixed together. Children develop their creative skills as they look at different colours. They use different shades of the same colour in line with the theme, they play with green play dough, eat green jelly and create holly wreath pictures using paint and tissue paper. They begin to interpret music as they enjoy songs, play musical instruments and enjoy music and movement activities.

Children are beginning to make sense of the world around them as they learn about other people and surroundings. They learn about the postman's job and enjoy a visit from the fire brigade. They look at the different uniforms and a fire engine. Children watch the builders as they create a new garden for the group and follow the different stages of the work. Children learn about different cultures and beliefs through a range of books, resources, food tasting and other activities. Children develop their understanding of the local and natural environment as they visit a local wildlife park. Through theme work they learn about different animals and pets, how they live, hibernate, their produce and the different climates that they enjoy. They find out about different creatures in the garden as they search for insects. Children are inquisitive and enjoy exploring different textures such as sand, water and play dough. Children learn to operate simple technology as they participate in different computer programmes, operate mobile phones, cameras and calculators.

Children gain opportunities to develop their physical skills through a wide range of activities and use of a variety of equipment. They participate in the group sports day, enjoy music and movement and action rhymes. They follow the movements to 'Teddy bear, teddy bear' and 'Dingle, dangle scarecrow' and pretend to move like wild animals. Children enjoy riding cars and tricycles, pushing buggies, bouncing on the trampoline and using the rocker and seesaw. They confidently construct with different resources such as, 'Popoids', 'Lego', 'Stickle bricks' and wooden blocks. Children are becoming more competent to cut with scissors as they cut out printed pictures and persevere with their tasks. This develops their confidence and ability to co-ordinate their bodies.

Staff find out about children's skills, interests and needs and build on this information effectively to help them achieve their full potential. They use appropriate systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

### **Helping children make a positive contribution**

The provision is good.

Children are all warmly welcomed into the setting and are highly valued as individuals. They develop a strong sense of belonging and learn about their own and other's needs, through discussion and interaction from the staff. Purposeful resources reflect the world and local community and give children a clear understanding about different cultures and the lives of those around us. They begin to appreciate the customs and cultures of others as they learn about different festivals and celebrations. For example, they make pictures to celebrate the Muslim festival 'Eid-ul-Fitr', they taste different foods and have access to a varied range of resources to help them to value diversity. For example, posters and puzzles depicting different nationalities, the world map and a wide range of books, dolls and puppets. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. They play very well together and clearly enjoy each other's company. They are encouraged to take turns and share resources with their friends. They use 'please' and 'thank you' readily and are polite to their friends. Staff manage children well and have high expectations for their behaviour. They provide good role models, by showing the children respect, talking calmly and quietly to them at all times and this is reflected in the calm atmosphere generated within the sessions. Children respond positively to the continued praise and encouragement that they are given and enjoy the gold star awards that are issued daily for good behaviour or achievements. Children are developing good social skills and clearly understand what is required of them.

The partnership with parents and carers is good. Staff form very warm relationships with parents and ensure that they work together to meet children's individual needs. New parents receive an informative prospectus, which tells them about the staff, policies, sessional information and details about the framework used for children under three years as well as the Foundation Stage curriculum. In addition to this parents are provided with daily information about what children have been learning and how. A range of policies are available and can be easily accessed by parents to keep them fully informed about the daily running of the group. However, the complaints policy does not contain up-to-date information about the contact details for the regulatory body. This means that parents are not correctly informed about the procedure to follow should they wish to make a complaint. Parents are encouraged to share detailed information about their children via the parental questionnaire and through informal discussion. This enables staff to clearly identify children's starting points as they begin their time at

pre-school. Parents are encouraged to be involved with their children's learning, they are informed what children are doing and are encouraged to share their knowledge, skills and ideas with the group. They are able to view children's individual record books termly and can discuss their child's progress with staff at any time. Children's learning can be extended by parents outside of the setting as children search for items from home for the interest table and select library books to take home and share with parents. Staff ensure that regular discussions with parents keep them fully informed of their children's progress.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures contribute to children being well protected and cared for by staff with a clear knowledge and understanding of child development. The majority of staff hold appropriate Early Years qualifications and staff attend training to update and enhance their skills. They are committed to continually improving the care and education that they provide. Consequently, children's development is enhanced. Staff form a strong, efficient and organised team, who work well together and have a high regard for the well-being of all children. They are aware of their roles and responsibilities, which ensures that sessions run efficiently and smoothly. The available space is very well organised, to enable children to freely access different areas of the room and help to maximise their play opportunities. Children's care, learning and play is therefore well supported.

All of the necessary documentation for the safe and efficient management of the provision is in place and record keeping systems are very well used to meet children's needs. In addition, the group's policies and procedures work well in practice, to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Children's arrival and departure times are recorded appropriately which means that staff are fully aware of the numbers of children they are accountable for. Overall, children's needs are met.

The leadership and management is good. There is a good, clear leadership from the manager, who is available at every session to interact with children, support staff and meet with parents. The manager oversees the planning and regular staff meetings are held to allow staff the chance to identify and discuss any issues they may have, concerning the curriculum or children's learning. Sessions and activities are evaluated to enable staff to review and make changes where necessary. Children have access to appropriate play and learning opportunities, which meet their needs and help them to progress towards the early learning goals. Staff appraisals are carried out annually. This enables staff to reflect on their practice and to assess both their own and the setting's strengths and weaknesses.

## **Improvements since the last inspection**

At the last inspection the group were asked to ensure all electrical sockets are safe, devise and implement a system to record fire drills and develop a procedure to follow in the event of any allegations made against a member of staff.

All electrical sockets are protected, fire drills are carried out termly and recorded appropriately and the child protection policy has been updated.

## **Nursery Education**

The group were also asked to improve opportunities for children improve their independences skills, write and make marks, explore shapes and extend their understanding of ICT.

Children explore shapes in different activities such as use of magnetic shapes and printing. Mark making opportunities have been provided in role play and creative areas. The computer is used regularly with various programmes and children also use the bee-bot programmable toy, cassette recorder, cameras and mobile phones. Children are able to obtain some resources themselves although this is not generally seen. More independence in play and snack time is still to be achieved.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the complaints procedure to ensure parents are provided with accurate contact information for the regulatory body
- review medication procedures to ensure that all required information is obtained from parents prior to children attending.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to ascribe meaning to marks in everyday situations, for example, attempting to write their own names on their work
- increase the opportunities for children to develop their independence skills e.g. preparation and serving of snacks and self selection of play resources.



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